

Programme 105.†

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(April to July, 1926.
September to December, 1926, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM III.

PUPILS' NAMES

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. IV., pp. 1-79. (Selections from *I. Kings* and *II. Kings*, chapters 1 and 2). *The Saviour of the World*,* Vol. III. (P.N.E.U. Office, 3/-), pp. 129-187, with Bible passages from index. *The Acts* (Bible Text), chapters 23-28; read also from *The Acts of the Apostles*,* by E. M. Knox (Macmillan, 4/6), pp. 344-401.

Optional: (a) S.P.C.K. *Bible Atlas* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 7-34. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 1-14, with lessons on Ascensiontide, Whitsuntide and Trinity.

For Sunday Reading (optional):

(a) *Ecce Homo, Ecce Rex*, by Mrs. Rundle Charles (S.P.C.K., 2/6), pp. 104-200. (b) *How we got our Bible*, by J. Paterson Smyth (Sampson Low, 2/6), chapters v.-viii. (c) *James Gilmour of Mongolia*, by R. Lovett (R.T.S., 2/6).

† The 104th term of work set since the Parents' Union School began

Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes, in beautiful lettering (see "Bridges"), on good paper or vellum.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1926). *Songs of Praise* (Hymns), (Oxford Press, 2/6 or 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A New Handwriting for Teachers (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *Coriolanus*, and other books set.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Write on (a) some subject in "Literature," (b) the news of the week, (c) some historical or allegorical subject taken from the Programme, (d) stories of travel and adventure in verse. Doggerel must not be written.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 158-171; 194-205.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 91-109. Shakespeare's *Coriolanus** (Blackie, Plaintext, 6d.). Kingsley's *Hereward the Wake* (Dent, 2/-). Palgrave's *Golden Treasury** (Oxford Press, 2/-). Scott's *Tales of a Grandfather** (Cambridge Press, 2/9), to A.D. 1189.

English History.

Arnold Forster's *A History of England** (Cassell, 8/6), pp. 65-146 (901-1189), chapters 7-18 inclusive. Make a chart of the 11th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct, 6/- a year).

Teacher will find useful Quennell's *A History of Everyday Things in England*, Part I. (1066-1199), (Batsford, 3/-).

General History.

The Story of Mankind, by H. Van Loon (Harrap, 7/6), pp. 54-104, or, *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 27-46 (901-1189). *Stories from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 86-114.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/3), chapter 11. British Museum Postcards, Series 37 and 39 (1/- each series, direct from British Museum, with complete lists).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 48-72. North's Plutarch's *Lives: Coriolanus** (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Golden Fleece*,* by L. S. Wood (Oxford Press, 3/6), pp. 157-184.

Geography (see N.B. 9).

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Some Great Regions of the World** (Cambridge Press, 4/-), pp. 31-42, 175-220 (U.S.A., Canada, S. America). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 89-129, or teacher to read from Darwin's *Voyage of the Beagle*, (Dent, 2/-). Geikie's *Physical Geography** (Macmillan, 1/9), sections 224-270. Philip's *Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.¹

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 314-353. *The Fairyland of Science*,* by A. Buckley (Macmillan, 6/-), pp. 195-239. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study, e.g., insects and flowers, see *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6). Keep an aquarium. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used.

¹ Overseas members see special leaflet.

General Science.

A Voyage in Space, by H. H. Turner (S.P.C.K., 7/6), pp. 1-44. *The World of Sound*, by Sir William Bragg (Bell, 5/-), pp. 1-66.

Picture Talk.

Study, describe (and draw from memory details of) six reproductions* of pictures by Carpaccio (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, April, 1926, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

French. (See N.B. 3.)

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 4-6 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *La Princesse Feuille Morte** (Blackie, 6d.); parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.). Teacher may find useful for conversation *French Oral Practice*, by C. H. Leather (Dent, 1/9).

Latin. (See N.B. 3.)

*Gradatim** (Longmans, 2/-); translations 32-34, 46-48 (inclusive), for narration, taking necessary grammar from Dr. Smith's *First Latin Course** (Murray, 4/-), e.g., sections ix., x., xiii., xvii., etc.

German.¹ (See N. . 3.)

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 4-6 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

¹ Schools may substitute Irish or Welsh.

or, preferably, Italian. (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), work Exercises 15-18, taking only necessary grammar. Learn sentences p. 219. For narration: five stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic*,* (Bell, 2/3), pp. 85-99, or continue. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VI. (Teacher's Book, 1/4).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 116, 119-121, 124-128, 130, 138-142, 146-149.

The School Set of Mathematical Instruments (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 44-53, 67-71.

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), see also paper in April *Parents' Review*.

Illustrations of scenes from Literature. Sketches of objects out of doors, trees, plants, birds, etc. Memory drawings. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Mozart: *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term V.

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalm 118; a hymn. A scene from *Coriolanus*, or, 60 lines from Palgrave or two ballads.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 248-277. *Old Ballads* (Oxford Press, 6d.). *Stories of Mediaeval Spain*, by I. L. Plunket (S.P.C.K., 6/-), pp. 1-109.

Music.

Choose and learn a suitable composition from *The Term's Music* (Mozart).

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). For unaccompanied singing: three songs from *The Women's Institute Song Book* (P.N.E.U., 3d.); see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). *Ten Minutes' Lessons in Sight-Singing*, pp. 46-52 (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 39 and 40 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Heaton's *Card-board Modelling* (Newman, 6/-): make six models. (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). *A Manual of Claymodelling* by H. Unwin (Longmans, 4/6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): make a garment. Frame pictures with *Passe Partout*, see Dryad Leaflet, No. 28 (4d.). Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. Books from "Drawing" onwards are advisable but optional.

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. Pupils should spend two years in Form III., ages, say, 12-14.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less); special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. The School Badge (silver, 4/3, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—This Programme is for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—The P.U.S. Magazine is for present pupils, and is especially recommended to families and to those schools which have no magazine of their own. It is obtainable from the P.N.E.U. Office, price 2/8 yearly.

N.B. 8.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 9.—During the revision of the *Ambleside Geography Books* alternative work is set in *Some Great Regions*. This will not prevent those members who wish to do so from continuing to use Book IV., pp. 249-276, 302-308 (Denmark, Iceland, Scandinavia), with *The Reconstruction of Europe* (P.N.E.U. Office, 9d.). *Solve Suntrap*, by H. Arnrud (Dent, 1/4).

N.B. 10.—All letters re School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.
The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. "Ask what I shall give thee." What answer did Solomon make? Describe the whole vision, and mention three instances showing how the request was answered.
2. Describe briefly Elijah's flight into the wilderness, and the revelation he received on Mount Horeb.
- II. 1. Give an account of, (a), St. Paul's last appeal to the Sanhedrin and his escape to Cæsarea, or, (b), his appearance before Festus and the result.
2. Describe St. Paul's journey from Crete to the Island of Melita, giving his address to the crew.
3. Mention some of the instructions our Lord gave to the Twelve when He sent them forth. What lessons may we learn?

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

The Story of English Literature,—page 270, "And as year by year . . . part."

Composition.

1. An account in prose or verse, which must scan, of one of the following,—Æneas, St. Ursula, The Cid, a country hedgerow in June, sounds that are good to hear.
2. Write (a), about the work of any special constable in the recent strike, or, (b), about some interesting expedition you have made.

English Grammar.

1. Analyse, parsing the words in italics,—

*"Over me unrolls on high
The splendid scenery of the sky,
Where through a sapphire sea the sun
Sails like a golden galleon,
Towards yonder cloud-land in the West,
. . . . Whose steep sierra far uplifts
Its craggy summits white with drifts."*

2. Give six examples of (a), words derived from names of places, (b), words disguised in form.
3. Give examples of four of the different kinds of verse you know. Give and name the "feet" contained in one of the examples.

Literature.

1. Give some account of the origin of the old ballads. Mention some that you have read. What do you know of the Robin Hood ballads?
 2. Write, briefly, in the manner of Kingsley (a), a description of the Fens, or, (b), of how Hereward was made a knight.
 3. Give a scene from *Coriolanus* (not already learned by heart) which takes place in "a public place" in Rome,
- or, 3. Write a brief account (according to Sir Walter Scott) of the Battle of the Standard.

English History.

1. Give some account of two of the following,—(a), St. Alphege, or, the Venerable Bede; (b), King Harold, or, our Forefathers in England. Dates.
2. What does feudalism mean? Give a short account of the Feudal System.
3. Describe the condition of England in the days of Henry II.

General History.

1. Give some account of the siege of Antioch and the capture of Jerusalem,
- or, 1. "The Greeks were the first people to try the difficult experiment of self-government." How did they carry it out?
2. What do you know of (a), the Chinese pilgrim Hiuen Tsang, or, (b), the great Reformer, Muhammad?
 3. What may we learn about Ashur-nazir-pal and his reign from the Nimroud Gallery (British Museum)?

Citizenship.

1. In what ways do our Desires gather food for our minds? Of what dangers must we beware?
(This answer should only be attempted if the children have read "Ourselves.")
2. "Moreover he (Martius) said: 'they nourished against themselves the naughty seed and cockle of insolency and sedition.'" Give some account of this rebellion of the people. How did Martius behave?
3. What do you know of the beginning of the war between Capital and Labour? In what ways are we still feeling the consequences?

Geography.

1. Give a rough sketch map of Scandinavia, putting in the chief physical features and towns. Describe the climate and occupations of the people,
- or, 1. Draw a rough sketch map of Canada, putting in the physical features and chief towns. Give a brief description of British Columbia.
2. Describe (a), a journey down the Yarkand River (Sven Hedin), or, (b), a visit to Central Chile (Darwin).
 3. Describe the motions of the sea as regards (a), waves, (b), currents. What is known of the bottom of the sea?

Natural History and Botany.

1. Give some account of two of the following,—the manatee, the porpoise, the grampus, the sperm whale. Show how each is adapted to its ways of life. Diagrams.
2. Describe some of "the life that goes on in the wonderful city of bees."
3. Write six notes of observation on your special study this term.

General Science and Architecture.

1. What famous men are connected with the discovery of the law of gravity? Give a brief account of the work of each in this matter.
2. What is sound? Give examples to show that (a), it takes time to travel, (b), it travels at different rates through different substances, (c), it is reflected. How are sounds produced on a tin whistle?

Picture Talk.

Describe Carpaccio's "Presentation in the Temple."
(Some other picture from the term's work may be chosen if this has not been studied.)

Engl

1

French.

1. Describe in French (a), an incident from *La Princesse Feuille-morte*, or, (b), two places of interest in Paris.
2. Translate Siepmann, p. 125, 1V., "Henry . . . early hour."
3. Make sentences (three of which should be in the past tense) using the conjunctions,—*quoique, bienque, à moins que . . . ne, de peur que . . . ne, il faut que*.

Latin.

1. Write the comparative and superlative of,—*felix, acer, similis, bonus* and *magnus*.
2. *Gradatim* (a), translate lines 1-9 of No. 46 (to "fingit"), (b), write narration of (a).
3. Translate,—(1) In the line of battle we see the leaders of the armies. (2) To the army the hope of victory is sweet. (3) Thy native land is dear to thee and mine to me. (4) This city has a great harbour, that a small one.

German.

1. Describe, in German, the picture to Lesson iv.
2. Make up sentences, using the following verbs,—*suchen, lieben, sagen, fliegen, öffnen*.

Italian.

1. Make up a short story, in Italian, using words from the vocabulary on p. 53 (Perini).
2. Use the following verbs in sentences,—*punire, obbedire, vendere, perdere, capire*.

Arithmetic.

1. A square field contains 12 ac. 484 sq. yds.; how long would it take a man to run round the border at $8\frac{1}{4}$ miles per hour?
2. Express £924 : 11 : $1\frac{1}{2}$ as the decimal of £1, then divide by 87 and express the answer in £ s. d. to the nearest farthing.
3. Find by Practice the cost of $456\frac{1}{2}$ articles at £5 : 18 : $4\frac{1}{2}$ each.

Geometry.

1. The area of a parallelogram is equal to the area of the rectangle on the same base and between the same parallels.
2. The square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the other two sides.
3. Construct a quadrilateral ABCD with AB=5.6 cm., BC 2.5 cm., CD 4 cm., DA 3.3 cm., and angle BAD = 45° . Draw a triangle of area equal to this, and from that make a rectangle of the same area. (State construction but not proof.)

Algebra.

1. Divide $10x^3 - 17x^2 + 7x - 6$ by $2x - 3$.
2. Simplify : $2\{3x - (3y - \frac{x-2y}{x-2y})\} - \{8x - 10(x+y)\}$
3. If $\frac{x}{3} - \frac{x}{5} = 1\frac{3}{5}$, find x .

Painting. (All work should be done with brush and in colour.)

1. A sketch out of doors.
2. An original illustration for *Hereward the Wake*.

Musical Appreciation.

What music by Mozart have you heard this term? Make a list, and say what you can about one of his piano compositions or songs.

Recitations.

Father to choose two Bible passages and a poem, or, a scene from *Coriolanus*.

Reading.

Father to choose a poem and a leading article from a newspaper.

Singing.

Father to choose an English, a French and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear in *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination. (See Leaflet H).